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ABSTRACT

Research among ninth graders in Ankara, Turkey, compared individual and family characteristics of socioeconomically disadvantaged versus advantaged students; investigated the educational issues these students faced; and examined major educational and guidance problems of the disadvantaged. Results indicated that, compared to advantaged students, disadvantaged students tended to be older; spent more of their early years in small villages; indicated that relationships in their families showed more negative characteristics; indicated lower levels of education considered necessary for success in life; expressed less satisfaction with instructional methods but had similar opinions as advantaged students about teachers and schools; demonstrated lower self-esteem but similar educational aspiration levels; preferred humanities courses (versus advantaged students' preference for science); had lower morale and less positive attitudes toward the future; and demonstrated lower levels of academic achievement. The data suggest the need to provide compensatory education and other educational opportunities to help to bring disadvantaged students up to the cultural levels of the advantaged before requiring them to attain satisfactory levels of school achievement. Some possibilities for such opportunities are presented and discussed under five categories, as defined by issues relating to: (1) curricula; (2) teachers; (3) schools and school administrators; (4) guidance specialists; and (5) families and communities. (Author/MJL)

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Various Characteristics of and Educational and Guidance Issues Related to Socio-economically Disadvantaged Students in Three High Schools of Ankara

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Foreword

The Institute of Higher Education Research and Services of The University of Alabama has long dedicated itself to scholarship.

Usually this has meant supporting scholarly inquiries and disseminating research conclusions and implications through publications, workshops, and seminar.

Perhaps more importantly, our efforts have been directed to the support of both emerging and mature scholars in the fields of educational research and leadership.

These efforts have been rewarded by substantial grants from the Carnegie Corporation of New York and the National Institute of Education. Projects for the development and enrichment of human potential deserve our close attention and continued support.

Dr. A. Vural Turker, and his presence with the Institute during 1982-83, represents an exciting new dimension to our work--the inclusion of an international perspective in our search for sound educational practices and theories.

We welcome Dr. Turker to the United States, The University of Alabama, and our Institute. He brings insight and wisdom to us and a cosmopolitan outlook on life and education which can be beneficial to us in Alabama and the South.

In turn, we can lend strength and support to his search for new techniques and understandings for the improvement of educational services both in the United States and Turkey.

I am pleased we can publish this summary of Dr. Turker's very significant doctoral study on disadvantaged youth.

Thomas Diener
University, Alabama
Summer, 1982

Various Characteristics of and Educational and Guidance Issues Related to Socio-economically Disadvantaged Students in Three High Schools of Ankara

The basic aim of this research was to find out whether any differences existed between the individual and family characteristics of and educational issues faced by socio-economically advantaged and disadvantaged high school students in Ankara, to discover especially the principal educational and guidance problems of those who were disadvantaged, and also to point out the responsibilities and duties of schools, teachers, school administrators, guidance specialists and counselors, families and communities in the solution of such problems.

In Turkey, within the period from the proclamation of the Republic in 1923 until the present, a significant part of the developmental attempts by both the government and the nation has been the fight against illiteracy. Although increases in the number and quality of schools, teachers, and educational tools within a period of national development of more than fifty years have been quite high and at levels not to be minimized, the quantities and quality adequate to meet the needs of the nation have not yet been reached.

Especially in a number of elementary schools in villages there seems to be some shortcomings in the number and training of the teachers as well as in the educational tools necessary for efficient instruction. During the last thirty years, increasing migrations from villages and small towns toward

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Note: This paper is a summary, in English, of a 1974 dissertation written in Turkish and offered for the doctor of philosophy degree by A. Vural Turker at the University of Hacettepe in Ankara, Turkey.

large cities have resulted in the multiplication of shanty towns (ghettos) in order to accommodate the migrant populations. The fact that the number of failing secondary school students has been on the increase every day points to the probability that inadequate past experiences of the children of migrant families contribute their share to such an increase. Speculating on that possibility and taking into consideration the findings of similar research and publications, a number of hypotheses were developed on the individual and family characteristics of socio-economically advantaged and disadvantaged high school students in regard to age distribution, health in general, background, attitudes toward school, education, teachers, school administrators, educational aspirations, and achievement on various tests as well as in school.

Methodology

The research work was carried out on a total of 468 ninth grade students attending three different high schools in Ankara, Turkey, during the school year of 1971-72. These students were divided into three groups classified, with the help of an inventory, as "disadvantaged," "middle advantaged," and "highly advantaged." The responses of the students of Yildirim Bayezit, Ataturk and Cankaya High Schools to a questionnaire, the scores they received from the Otis Beta Quick-Scoring Mental Ability Test and Differential Aptitude Test Battery, their school grade averages and their grade passing status, provided the main data of the research.

Certain individual characteristics of students, the nature of relations within their families, their views on subjects related to education, their reactions toward school, teachers, school administrators and the way the courses were being taught, their educational aspirations and self concepts, the subject matters they liked best and had the most difficulty in, their

vocational preferences, emotional characteristics, attitudes towards the future, morale characteristics and their views on "fate" were measured by their responses to a number of items on a questionnaire; and their levels of achievement with the help of scores they obtained from the Otis Beta Quick-Scoring Mental Ability Test and the Differential Aptitude Test Battery, the averages of their school grades and whether or not they passed into an upper grade at the end of the school year.

In the control of the degrees of significance of the data obtained from advantaged and disadvantaged students through the questionnaire, the Chi Square method was employed. The correlation between the variables was calculated with the Contingency Correlation Coefficient and, in one instance only, Rho Correlation Coefficient was used. The statistical comparison of the scores the students received from the Otis Beta Quick-Scoring Mental Ability and Differential Ability Tests as well as their grade averages was done with the technique of Analysis of Variance. The grade passing status of students was evaluated with the Chi Square method.

Summary of Findings

The findings obtained as a result of analyses of data can be summarized as follows.

Individual Characteristics of Students

The results of this research disclosed somewhat higher age levels for disadvantaged high school students when compared with those coming from middle and highly advantaged families. A large majority of disadvantaged students seemed to be 16 years of age while advantaged students showed equal distribution of 15 and 16 year olds. In the highly advantaged group, the majority were 15 years of age.

There seemed to be no statistically significant differences between the general health complaints of the three groups. The percentages of disadvantaged students experiencing audio-visual difficulties, however, indicated significant differences than those of advantaged groups. Although a higher percentage of disadvantaged students needed visual aids, the number of such students provided with visual aids was well below those in two advantaged groups.

In regard to the characteristics of the places of residence of students during the first five years of their lives, the period between 5 and 10 years of age and that of after 10 years, some statistically important differences were found. The percentages of disadvantaged groups spending these periods of their lives in villages were observed to be quite higher than those of the middle and highly advantaged groups.

The school success of disadvantaged high school students, measured by the degrees of achievement they received while completing elementary education (first five years) and middle school education (following three year period), lagged behind the levels of two advantaged groups. The percentages of disadvantaged students graduating from elementary schools with a degree of "excellent" and from middle schools with a degree of "good" showed much lower numbers than those of advantaged students in the similar achievement levels.

Family Characteristics of Students

Findings in this study pointed to somewhat higher percentages of disadvantaged students indicating that the relationships within their families showed a number of characteristics of a negative nature. The number of disadvantaged students rating the relations between their mothers and fathers as "fair" was 4 times of that of advantaged ones and the

percentage of disadvantaged students rating the same relations as "bad" was far above that of the advantaged ones. The number of disadvantaged students evaluating the existing relations between themselves and their families as "bad" was found to be eight times greater than those of advantaged students.

The educational aspiration levels developed for disadvantaged students by their families seemed to stay at levels distinctly lower than those of advantaged groups. There were a number of disadvantaged mothers and fathers displaying educational aspiration levels of elementary school or middle school graduation for their children already attending a class higher than these levels.

The percentages of disadvantaged parents showing a "very close interest" in the school achievement of their children were found to be lower than those of middle and highly advantaged backgrounds. The proportion of disadvantaged fathers and mothers not providing any help for their children in their studies was observed to be much higher than that of advantaged parents. These findings were taken to mean that the interest the disadvantaged parents show toward the education of their children is not, in general, at a level as high as indicated by the advantaged ones. It was noted, however, that the limited education of disadvantaged parents lessened significantly the possibilities of their academic help to their children.

The Students' Views on Subjects Closely Related to Education

Findings disclosed that the levels of education indicated by disadvantaged high school students to be necessary for an individual to be considered "successful in life" were well below those selected by the advantaged students. The majority of disadvantaged students stated that an education at "high school" or "a vocational or technical school" level would

be adequate to be rated as attaining success in life. Amongst disadvantaged ninth year students there were many who attracted the attention of the researcher because of expressing opinions that a middle school education (completed at the end of eighth year) would be sufficient for the success of an individual.

In comparison, students belonging to the two advantaged groups, in high percentages, seemed to defend the thesis that graduation from "a college, university or school of higher education" would be a condition in order to be called "successful in life."

A large majority of disadvantaged students described the "educated person" as someone whose behavior and acts were kind, and whose way of speaking was regular and nice." Disadvantaged students indicating that individuals having "good character" and "an ability to think and judge well" would be accepted as educated persons, were divided in almost equal numbers. The percentages of advantaged students stressing the importance of "the ability to think and judge well" in educated persons seemed to be twice as high as that found in the disadvantaged group. In short, disadvantaged students were observed to value the "dependable character" and "humanitarian" characteristics of educated people more than others.

Students' Opinions about Their Schools, Teachers, the Methods of Instruction and Their School Administrators

No statistically significant differences were found between disadvantaged and advantaged students in regard to their degrees of contentment with their schools. About half of disadvantaged students stated that they were pleased with their schools. The opinions the disadvantaged and advantaged students developed about their relations with their teachers, did not show any significant differences either.

The disadvantaged students' degrees of contentment with the way their courses were being taught, however, were found to be quite under and significantly different than those of advantaged ones. The levels of contentment with the relations with school administrators did not disclose any significant differences in disadvantaged and advantaged groups.

Self Concepts and Educational Aspiration Levels of Students

The percentages of disadvantaged students rating their mental abilities as "fair," after comparing them with those of their peers, were well above the percentages of advantaged students answering likewise. On the other hand, proportion of disadvantaged students rating themselves as "very intelligent" fell quite below those of advantaged ones. The number of disadvantaged students evaluating themselves as "not so bright" was higher than those obtained in both advantaged groups.

When disadvantaged students compared their "powers of comprehension" with those of their peers, they again seemed to indicate them to be "fair," with a high percentage. The proportion of disadvantaged students stating that they had "a superior power of comprehension," was less than half of that of advantaged ones. There existed, within the disadvantaged group, those who evaluated their levels of comprehension as "low." The self concepts of disadvantaged high school students, as indicated by their comparisons of their mental abilities and degrees of comprehension with those of their peers, displayed, in general, levels lower than those of advantaged students.

No significant differences were found between the percentage of disadvantaged high school students wishing to continue their education beyond high school, provided that suitable conditions would exist, and those in the advantaged groups. As a result of such a finding it was

stated that the educational expectancies of disadvantaged and advantaged high school students were somewhat alike.

Courses Students Liked Most and Had the Most Difficulty in and Their Vocational Preferences

Research results pointed out that the disadvantaged students liked the humanities courses most--subjects such as literature and composition. The highest percentages in middle and highly advantaged student groups, on the other hand, indicated a liking for science courses. The proportion of disadvantaged students having difficulty in science courses was found to be higher than that of advantaged ones.

Disadvantaged high school students showed tendencies to mark down, more than others, such dependent professions as teaching at elementary, middle school and high school levels and independent professions. In comparison, advantaged students preferred, with higher percentages, such professions as professorship and the more independent professions, all requiring high levels of education and specialization.

Emotional Characteristics of Students, Their Attitudes Toward the Future, Their Morale and Opinions on Fate

No statistically significant differences were found between the emotional characteristics exhibited in daily life by disadvantaged high school students and those of advantaged ones. The distribution of disadvantaged students rating their emotional outlook as being "comfortable" or "tense" and those of advantaged groups evaluating themselves similarly were not much different.

It was found, however, that the attitudes of disadvantaged students toward the future were not as positive as those of advantaged students. Findings showed that the percentage of disadvantaged students who did not seem to be full of hope about their future and who chose to mark such

negative statements as "I don't care," "Things will take care of themselves," and "I hate the world," was much higher than those of advantaged ones.

The morale of disadvantaged students, in general, was also found to indicate significantly different and lower levels than that of advantaged students. The percentage of disadvantaged students rating their morale as "not well" was observed to be three times as much as that of advantaged students.

Disadvantaged students accepted, with significantly higher percentages than those of advantaged ones, the statement that "their fate will depend more or less upon certain elements beyond their controls." This finding was interpreted as that of disadvantaged students' leaving themselves to the flow of events more than advantaged students.

Students' Levels of Achievement

The scores disadvantaged students received from both the Otis Beta Quick-Scoring Mental Ability Test and all of the sub-tests of the Differential Ability Test Battery, were lower than those of advantaged groups. Statistical calculations indicated the differences between the scores of disadvantaged and advantaged students to be high enough to be considered significant in both tests.

The school grade averages of disadvantaged high school students, aside from a course or two, showed generally lower levels than those of advantaged ones. The differences were found to be statistically significant, except in physical education courses.

Disadvantaged students displayed a lower percentage of school success, measured by the percentages of those passing to an upper grade, than that of advantaged students. Again, the differences between the disadvantaged and advantaged groups were significant.

Conclusions and Proposals

When all of the findings reached in various sections of this study were considered altogether, it could be concluded that the majority of the individual and family characteristics, as well as the educational and guidance problems of disadvantaged high school students were significantly different than those of advantaged ones. Evidences pointing to the probability of the theses defended in 21 or the 27 hypotheses tested, were strong. The results, in general, were parallel to those obtained in a large number of studies carried out in other countries on the characteristics and problems of disadvantaged students.

This research showed that a large majority of participating disadvantaged high school students had spent a significant portion of their past lives in such educationally inadequate surroundings as poor homes, villages and very small towns. There is no doubt that such environments hindered the needed development of these children during the early childhood years and influenced them in ways to lessen their chances of being successful in school later on. The findings related to the achievement levels of students in tests and in school pointed out clearly that the role played by socio-economic inadequacies in educational and cultural poverty is important and dare not be minimized.

Since the cultural characteristics of disadvantaged students were different to a certain degree from those of the advantaged, it could not be stated that it would be a just educational approach for schools to consider all students at the same developmental level and to educate them accordingly, and to require that they reach the same achievement levels expected of other students. It would not be scholarly to accept these students as having equal chances of achievement with the advantaged, and to blame them when they are not able to show the expected levels of success,

without trying first to meet some of their insufficiently answered basic needs and the inadequacies causing certain amounts of harm to them.

It seems clear then that before requiring disadvantaged students to attain satisfactory levels of achievement in school, we have to provide for them a number of educational possibilities which will help bring these students to similar cultural levels with those of the advantaged or, at least, nearer to them. When such assistance is provided for disadvantaged children as early as possible, the removal of their inadequacies and getting their characteristics closer to those of the advantaged will be much easier and more successful. The number of authors, therefore, stressing the necessity of such children's going through an experience-enriching educational program prior to going to school is quite high. When such a possibility cannot be provided, most educators agree that the inadequacies of disadvantaged children should be dealt with by additional or compensatory programs of instruction planned and applied at their respective levels of education.

Summarization of the issue in such a general way should provide some background for the discussion which will follow of a number of attempts, as proposals, that might help raise the lower levels of achievement the disadvantaged high school students displayed in this study, in tests and their school work when compared with those of the advantaged, and eliminate their other insufficiencies. Such attempts or proposals will be presented by dividing the problems of disadvantaged students in school, which seemingly are more numerous than those of the advantaged, into five categories, namely, issues related to (1) curricula, (2) teachers, (3) schools and school administrators, (4) guidance specialists and counselors, and (5) families and communities.

Issues related to curricula

Such findings as lower scores on various tests, lower achievement levels both in elementary and middle school education as well as in the majority of courses at ninth grade level, lower self concepts, lower educational aspiration levels, and somewhat limited vocational preferences seem to point to the necessity of designing a curriculum aimed to meet the specific educational and various other needs of disadvantaged students. A curriculum of this nature, in general, will mean adding a number of learning experiences to those provided normally in the high schools in Turkey at present.

The compensatory education programs aspiring to eliminate certain cognitive, language and academic inadequacies shown by disadvantaged students as a result of the modes of development should provide for such students possibilities of going through similar experiences lived by advantaged students in their family environments. The shortcomings and educational difficulties of disadvantaged students should be eliminated with the help of learning experiences interesting and motivating them, and which put to work their unique characteristic of "learning through a physical approach." If such learning experiences are planned in units that are easy to comprehend and to digest and are applied in a way providing repetition of them quite often and increasing the level of difficulty gradually, it is highly probable that disadvantaged students will not only be successful in such work but, at the same time, will elevate their levels of self-confidence.

A program of additional experiences for disadvantaged students should take into consideration their physical problems and, accordingly, contain a number of units in areas of great importance such as nutrition, recreation, prevention and treatment of illnesses, physical defects and the ways to

compensate for them, dental care, and such units should provide frequent applications of what is taught. The main objective of these units should be helping disadvantaged students gain proper health habits. And the units should attempt to benefit from the services of such specialized personnel on subjects of physical and psychological nature as physicians, dentists, guidance experts and counselors, social workers, nutrition specialists, and nurses.

The learning experiences aimed at raising the cognitive abilities of disadvantaged students should not neglect taking into account their cultural characteristics not quite fitting with that of the school and should advance the attempts of enhancing their cognitive characteristics in forms of small steps, easily and successfully taken by the students. The disadvantaged students' adequate understanding of difficult-to-comprehend verbal, numerical and abstract concepts and their promotion in number can be realized with the help of some simple concrete objects. Learning experiences should contain interesting and creative materials aimed at developing the somewhat limited listening and reacting habits of disadvantaged students and at securing their active participation.

When compensatory education programs planned for disadvantaged students are applied in small groups organized in accordance with levels of aptitude the benefits for such students may be increased. Such group work can also contribute to the emotional characteristics of disadvantaged students. Reviewing and solving problems of a different nature in groups can help students gain skills in establishing satisfactory relationships with other persons and simplify their development of adult-like emotional characteristics. Showing adequate interest in their activities in small groups, praising and rewarding them when they achieve the expected levels of success, might raise their comparatively lower self concepts and develop their educational aspirations.

Compensatory curriculum should stress also the development of social characteristics of disadvantaged students. Classroom experiences creating possibilities to live the various events through role playing will train such students in interpersonal relations and also contribute to the improvement of their insufficient language skills. The curriculum must contain units providing disadvantaged students, as often as possible, with supplementary textbooks and such informative and educational materials on daily life as magazines and newspapers. A number of collective attempts carried out by disadvantaged students and their parents in school can change the somewhat negative attitudes of these students toward school and also can help promote the cooperation between school and parents to effective levels.

The general objectives of the additional curricula for disadvantaged students will not be much different than those planned for advantaged ones; the materials and methods to be employed for the students within the first group, however, have to be somewhat different and more intensive than those in the latter group. Such materials and methods can be put to use outside the normal class hours to eliminate the inadequacies of disadvantaged children. Trips to a number of places of culture in the community such as libraries, museums, theatres, operas, scientific laboratories and public and private sector institutions may make the otherwise monotonous learning experiences more interesting for disadvantaged students, activate their intellectual capacities, raise their levels of appreciation and widen their horizons. Such impressions may be reinforced with certain units planned to be studied in classrooms.

The supplementary curriculum to be developed for disadvantaged students should have clear objectives and simple methodology. It should be initiated with easy-to-accomplish units in order to provide a promotion in the self

concepts of students and the degrees of difficulty should gradually be raised, parallel to the levels of achievement. The compensatory curriculum should provide frequent opportunities for disadvantaged children to express themselves verbally and in writing, in qualitative ways. Teachers should take a close interest in every student during such attempts, should rearrange their words or writings using a standard language and make sure that students repeat the new outcomes as necessary. The supplementary units of education aimed at lessening the difficulties faced by disadvantaged students in science courses should, as much as possible, be carried out as applied work and attempts should be shown to reflect the importance and contributions of such courses to standards of living as well as to modern society. The disadvantaged students should be informed about using the sources available at school and other libraries, and projects and assignments should be planned which will necessitate their visiting these libraries quite often.

Issues related to teachers

In the elimination of the inadequacies of socio-economically disadvantaged high school students, teachers, too, have some significant responsibilities. It is the teacher, perhaps, who will provide the greatest help to disadvantaged children coming from poor backgrounds, without getting, in most instances, the necessary attention and love at home, and the experiences to prepare them for the environment of learning and to enable them to adapt to school.

Teachers' help to disadvantaged students must start with showing the proper respect for them. The teacher who is able to establish close relations with such students in an atmosphere based on mutual respect will then proceed to know better their backgrounds, intellectual and language

characteristics, value systems, educational and vocational aspiration levels. Such attempts may necessitate the use of a number of questionnaires and tests with these students, and the evaluation of the obtained data. The teacher who will be involved in compensatory education work with disadvantaged children, then, should, to a certain degree, be informed about applying and evaluating such questionnaires and tests.

After getting to know the disadvantaged students well enough, the teacher must show attempts to solve their various problems and use the information gathered on them and their surroundings in helping them gain additional knowledge and skills. If their achievement drops below the desired levels, the teacher should indicate the belief that they can do better. Care must be taken, however, in setting up the standards in a way that will not lead to the discouragement of disadvantaged students.

The teachers educating disadvantaged students should state that they accept them on an equal basis, but indicate at the same time, that they have a number of rules and limits. They should apply these rules at every instance with an attitude that is exact, unchanging and impersonal. Such teachers should not be carried by their sentiments, should avoid harsh criticism, display honest behavior, provide reinforcement for successful students, and know how to punish those who deserve it.

Teachers who are expected to promote disadvantaged students to higher achievement levels must know well the methods and strategies of instruction that may attract and keep their attention during the presentation of course materials. When necessary, they should be able to employ materials and methods that will increase the interest of such students in the materials taught, and to address their imagination. Teachers for disadvantaged students should have the skills of applying and evaluating a number of

teaching techniques different than those used for advantaged students, and the benefits of which are not yet known.

Able teachers for disadvantaged children, as persons well informed about their characteristics, should make beneficial use of their motor abilities and their learning approaches that are more concrete in nature, in improving their verbal aptitudes and their comprehension of abstract and symbolic things. Such teachers should be able to predict a number of intellectual and affective elements lying underneath certain unique attitudes displayed by disadvantaged students. The summarized qualifications expected to be present in teachers in the education of disadvantaged students, necessitate pre-service and in-service training. In-service training programs should stress such subjects as teaching strategies, subject matter adaptation, and cultural differences. Teachers educating such students should be paid additional wages for extra work and provided with possibilities of benefiting from a large number of educational instruments and materials.

Issues related to school and school administrators

An issue to be taken by educators as vital is that of securing the suitable physical facilities at school necessary for effective education. Such an issue starts with having an adequate number of classrooms within school to answer the needs of disadvantaged students. When the need for classrooms for such students is being assessed, the fact that a lesser number of students should be distributed to each class than that normally assigned should be taken into consideration, because the solution of their unique educational problems usually require special efforts and different approaches. The sitting setups for students should also be studied in order to create more efficient possibilities of learning.

Classrooms should have adequate light and a minimal amount of light reflections. Recreation facilities for students to enjoy play activities between classes should be planned carefully.

The educational tools and materials in school should be adequate both qualitatively and quantitatively. The fact that disadvantaged children spend more time on the physical aspects of things they learn than advantaged ones, is enough to stress the importance of the availability of such tools and materials in their education.

The existence of sufficient library facilities at high schools attended by disadvantaged students may indeed be very beneficial for such students. Printed materials such as books, periodicals and newspapers which disadvantaged children are not much used to seeing in their early lives should be kept at places within easy reach of these children. Science laboratories, auditoriums, music and sports facilities should answer the particular needs of disadvantaged children.

One of the main responsibilities of school administrators in high schools attended by disadvantaged students is to take a close interest in the physical problems of such children. Administrators should continually study the students' nutrition needs and be the first ones in initiating work in their schools to help those suffering from malnutrition or improper eating habits. School administrators, together with the school physician, can obtain the participation of families and institutions within the community and solve the nutrition problems of disadvantaged children. School administrators should also show an interest in the clothing needs of disadvantaged children.

School doctors and nurses should establish continuous contact with institutions carrying out programs on community health, and attend to such health needs of disadvantaged students as inoculations, supplementary

nutrition, diagnosis and treatment of communicable diseases and others. All significant data on the health of students should be transferred to individual health cards without delay. Physical defects and deficiencies related to vision, hearing, speech, which usually are observed more in disadvantaged children than in others should be checked periodically and corrected. Dental care for disadvantaged students is a matter of vital importance, necessitating free-of-charge attendance and treatment. All of such services should be tied in some way to a program of health education comprising general principles of health on nutrition, prevention and treatment of diseases, and recreation. School administrators should include in their planning, coordinating and evaluating responsibilities the proper provision of health services and their relationship to the curriculum.

In schools where a proportion of students are disadvantaged, school administrators should also pay attention to the clothing needs of such students. Some suitable solutions may be obtained if administrators look after such needs with the help of families, public and private sector institutions within the community and citizens with higher social and economic standings. In meeting the finances for such needs of disadvantaged students, the income to be obtained from student bookstores, and various social gatherings such as tea parties and balls, may play a significant role.

School administrators should help disadvantaged high school students in coping with their needs for textbooks and similar educational materials. Providing such students with free textbooks and other school necessities may prevent burdening further their limited family budgets. Through a project supported financially by the PTA or an outside agency at local, provincial or national level, some extensive way of benefiting from books and

other educational necessities may be found, such as purchasing a number of such materials and having them passed over by successful disadvantaged students to those at lower class levels.

In schools attended by disadvantaged students the quality of educational services is usually closely related to the success of the school administrator. The school administrator should be a leader providing comfortable surroundings for teachers to demonstrate productive teaching efforts, encouraging them to adopt the necessary changes and innovations in instruction, and in the execution of the educational program in school in general.

Another important responsibility of school administrators is to elevate the generally inadequate communication level between the school and disadvantaged families to an efficient and friendly one. The school administrator should lead in planning and realization of a broad program of activities depending on school-family cooperation.

School administrators should try to promote the existing relations between the school and the community to levels profitable for both. An administrator able to establish continuous contact and communication with the public and private sector institutions within the community, by putting to use their diverse contributions, can enrich the inadequate experiences of disadvantaged students significantly. The public and private sector institutions may provide a lot of help during the planning stages of compensatory learning experiences for disadvantaged students.

One other important duty of the school administrator is to establish contact with the personnel necessary for planning and carrying out of guidance and counseling services in the school and providing the setting for such services. Especially in schools attended mostly by disadvantaged students, school administrators face a difficult responsibility of keeping

a balance between the educational activities of teachers and the work to be performed by guidance specialists and counselors. For the student personnel services to bring about the expected gains, it is necessary that all school personnel, under the guidance of school administrator and with the help of teachers, cooperate fully. In the accomplishment and maintenance of such cooperation, school administrator will carry the responsibility of coordinator and controller. The duties required from school administrators, in the solution of problems of disadvantaged students that are unique in nature, are of such importance and breadth that it is inevitable that they receive pre- and in-service training in the education and administration of such students.

Issues related to guidance specialists and counselors

In order to eliminate or lessen the various inadequacies of disadvantaged high school students disclosed in this research, certain help and services of guidance specialists and counselors will also be necessary. The services will comprise mainly of getting to know each child individually, application of tests, medico-social help to be provided for such children and the educational, vocational and personal guidance and counseling activities. According to the modern concept of education of our day, guidance and counseling services must be provided in school as an integrated part of instructional and administrative activities.

The findings of this study indicate that disadvantaged high school students display a greater need than those of advantaged ones for educational, vocational and personal guidance and counseling services. The guidance and counseling services to be provided in schools attended by disadvantaged students should, prior to the start of intensive educational programs, take interest in the general health conditions of these students and

create possibilities for them to have medical checkups for any visual, hearing, and speech deficiency existing, as well as to reach diagnoses on their nutrition characteristics, allergic and chronic illnesses. The general condition of the teeth of such children should be evaluated as to whether they need any treatment. Following such checkups and examination, the visual, hearing and speech difficulties should be eliminated with corrective means, illnesses treated and chronic ones brought under control, levels of malnutrition reduced with planned and adequate intake of food, and the malformed and decayed teeth corrected and treated. During the planning and provision of these services necessitating the cooperative work of such staff members as school doctor, social work expert, dietitian, nurse and dental technician, guidance specialists and counselors should try to help school administrators in a guiding capacity.

Once the physical defects and ailments of disadvantaged students are satisfactorily attended to, time will come for the measurement of various aptitudes of disadvantaged students. Guidance specialists can accomplish this task by making use of standardized tests of intelligence, aptitude, interest and achievement and with the help of psychological evaluation methods. Following the measurement attempts to be completed with the assistance of teachers, the educational and personal insufficiencies encountered should be tried to be lessened with learning experiences added to normal curricula and with a number of guidance and counseling sessions. As part of such work, the attempts of guidance experts and counselors aiming to raise the self concept levels of disadvantaged students may bring about fruitful results and also improve their levels of achievement in school. In such attempts guidance experts and counselors should secure the support of teachers and administrators and the help of the parents.

Guidance specialists and counselors are usually accepted by disadvantaged students as most trustworthy persons and the students, after getting to know them well, do not see any danger in disclosing their problems to them. The warm interest, understanding, encouragement and assistance shown to such children by guidance and counseling experts, should, in fact, be the expected ways of behavior of the entire school personnel. Individual and group counseling sessions carried out with disadvantaged children may reduce the number and severity of their emotional problems, improve their expectations from education and their views on life in general. A number of studies have shown that disadvantaged students receiving psychological help in the form of personal or group therapy display positive changes in their psychological and health outlook and their grades improve significantly.

Research shows that disadvantaged students display more needs for the services of guidance experts and counselors than advantaged ones. It is recommended in many studies, therefore, that the guidance specialist and counselor/student ratio in high schools attended by disadvantaged students should by 1/150, as compared to 1/300 in those where majority of students are advantaged.

Educational guidance or counseling help for disadvantaged students should cover, basically, the following activities:

- Discovering the main weaknesses of students,
- Finding out their special abilities which can be developed,
- Talking with them, from time to time, about "success,"
- Going over the adjustment problems with some students,
- Having discussions with parents on their children's aptitudes, accomplishment levels, development and adjustment in school,
- Providing guidance for students on courses they may and may not take,
- Talking with teachers about students,
- Doing case studies on certain students,

- Helping students make decisions on taking entrance examinations for certain schools,
- Preparing reports for universities and employers giving information about students.

Guidance experts and counselors should also help disadvantaged students in discovering their feelings and tendencies about vocations. Students reviewing such feelings and tendencies with guidance experts or counselors will provide them with a possibility of understanding and accepting themselves. And such sessions will facilitate the disadvantaged students' development of vocational preferences, reaching decisions on certain goals, and realization of plans leading to such goals.

Findings of this research pointed out that disadvantaged students show an inclination toward selecting vocations that require comparatively shorter periods of education. A significant responsibility of guidance experts and counselors, therefore, is changing such narrow evaluations, and helping disadvantaged students study a large number of vocations and select the most suitable ones for themselves. Such help can be provided by expert attempts aimed at raising their educational aspirations, and strengthening their self concepts.

Vocational guidance services for disadvantaged students should start at middle school level, with students at this level being helped to develop a general pattern of knowledge about various professions. At times, however, a number of students at this level may require highly detailed information on certain professions. The volume of vocational information to be provided for disadvantaged students attending high schools should be quite intense and assistance should be provided at a level of enlightening them in a detailed fashion. In a number of countries - and Turkey is one of these - possibilities of providing vocational orientation at higher education level drop markedly.

Some psychologists describe personal counseling services as "those helping the individual in acquiring psychological adjustment." These experts stress that school has some indispensable responsibilities in the personal and social development of students and when personal problems hinder learning it becomes directly involved with personal adjustment. Efforts aiming to improve adjustment levels in schools will be shown by counselors, school psychologists, guidance experts and social workers, more than others.

Adjustment is considered as a sign of positive mental health in human beings, and other characteristics implying the presence of positive mental health in a person are acceptance of self, having self confidence and self respect and strival for further development. In this study, the finding indicating that disadvantaged children had spent a significant portion of their lives in villages and small towns, makes one wonder about whether or not such children encountered a number of personal problems in the large city. And the findings such as comparatively lower levels of self concept and morale, higher levels of believing in powers that cannot be controlled and more negative opinions about the future, all give indications of the existence of certain inadequacies in the personalities of disadvantaged students. Individual and group counseling help to be provided for these students may reduce the personal and social problems of these students, increase their self confidence and thus facilitate their becoming self adjusted individuals.

Individual counseling sessions yield a possibility for the disadvantaged student to narrate his troubling problem to an adult, i.e., the counselor. The attempts of the counselor leading the student to think about the problem he narrates and to see the positive sides of it, may result in lessening his difficulties and reaching a solution fitting

with his way of life. And a raise will take place in the self concept of the disadvantaged student feeling that he himself solved his problem to a great degree.

Group counseling activities will help disadvantaged students in getting to know themselves better and establishing effective relations and communication within groups. Especially the group counseling applications at the middle and high school levels seem to be influential in changing the probably negative attitudes and behavior of disadvantaged students toward school to more positive ones. Such changes, in most instances, occur as a result of elevations in students' self assessment and degree of trust in others.

The counselors in charge of counseling sessions with disadvantaged students must know their attitude and expectation characteristics well. Becoming informed about and familiar with such characteristics requires some special training programs comprising a number of specific courses, practicum and doing work under the supervision of experts. Authors studying disadvantaged children agree that such children usually display attitudes requiring immediate answers to their problems and against the deferment of solutions into the future, and they, therefore, will benefit more from direct guidance and counseling services than indirect ones.

Issues related to families and communities

It should be remembered that part of this research was done on a number of disadvantaged parents who had low levels of education, and amongst them a significant portion did not know how to read and write. Findings and statistical evaluations disclosed that these parents do not experience as well relations with themselves and with their children as advantaged parents, do not show as high an interest as advantaged ones in the education

of their children at school, and cannot provide the necessary assistance to their children in their home assignments. The shortcomings observed in such parents were tied, to a large degree, to their background, limited education, and lower vocational characteristics.

For the satisfactory solution of the various problems of disadvantaged students it seems necessary that school, families and communities work in close cooperation with each other. Schools or communities should not blame the parents who are not even at the same educational levels as their children, who suffered from economic and social difficulties for long periods of time, who were able to earn a living for the family by working at tiresome jobs requiring a lot of physical sacrifice; without first creating certain possibilities of educating them on subjects they do not know well or at all.

The role to be played by the contributions of parents of disadvantaged students in the success of the compensatory efforts, should not be minimized. Such parents should, however, be told as to how their contributions should be provided. The parents of disadvantaged children should be informed about the curriculum and other activities in school, their regular participation in PTA meetings should be secured, and a number of educational courses in various subjects should be organized and carried out for them. The contact between school and such families should be established with the help of informal meetings of small scale and parents should be encouraged to take adult courses of speech, typing, sewing and others and to participate in clubs, special hobby groups and in committees organizing social and cultural activities such as tea parties, concerts, plays and exhibitions. Participation of disadvantaged parents in these activities may produce promoting effects on both their own and children's educational social aspiration levels.

A number of experts hold the opinion that the participation of such parents in the activities organized at schools should begin as early as kindergarten. As a result of sharing the activities in school disadvantaged mothers and fathers can appreciate more the importance of such useful educational and relating efforts as answering their children's questions at home, talking with them frequently, awakening their interests toward their surroundings, and taking trips. The parents of disadvantaged students should not receive different treatment in PTA meetings and should benefit from an equal right to speak and vote. Such meetings should always be planned on vacation days, in order to increase the number of participation.

Research shows that certain planning activities carried out at school with the participation of parents, in general, yield fruitful results in many ways. In such activities parents discuss first the aim of the meeting and the suitable procedure to be followed, and, afterwards form small groups led by selected leaders in order to talk about the various sides of the matter in question. After about an hour of such sharing of ideas small groups get together to consider the future activities to be conducted in school. The meetings provide the possibility for school responsibles and parents of learning each other's opinions, of benefiting from such opinions, and of developing together the plans that might contribute to the education and well-being of students in school.

Another way to educate parents of disadvantaged children is to send teachers and social workers to their homes and to enlighten them in detail about the learning and other activities available at school, especially when parents with somewhat limited educational background display timid behavior toward visiting the school. When parents are equipped with sufficient information about the various kinds of activities going on at

school, their interest in the education of their children usually increases and they may, in turn, reinforce the educational services provided for them.

In meeting the educational needs of disadvantaged students, the communities they live in, too, have responsibilities. The extension of the rich resources of various public and private sector institutions within the community for the benefit of disadvantaged children may enrich their world, the expert people employed by such institutions may change greatly their educational and vocational expectancies. Such institutions can also provide numerous contributions for the parents of such children that might have horizon-widening effects on them. Adult education courses to be planned in the school, might obtain voluntary help, financial support and wide professional services from such institutions.

A recent educational approach in New Haven, Connecticut based on the notion that school should serve as a community center instead of an educational one which was applauded by many in the profession, has resulted in the improvement, in great measure, of the relations between school and community. With such an approach the school was attempted to be transformed into living centers where cultural and recreational activities of the community were carried out, various community services were provided and significant work in relation to health, legal matters, counseling, employment and many others was accomplished. In quite a number of cities in the United States, possibilities were created for disadvantaged children to benefit from the health, recreation and sports facilities, libraries, auditoriums and vehicles of a large number of both public and private institutions. In addition to provision of such help, an impressive number of studies are attempting to find the relationship between physical well-being and education. One such study is aimed at assessing just how

the proper provision of physical and nutrition needs of students influence the length of learning.

In the high schools where this research work was carried out, efforts put forward to promote the relations between the schools and communities might well help make the experiences of disadvantaged students more interesting and rewarding. Visits by such students of scientific laboratories, various public institutions, and theaters will enrich their personal formations. And when these children are provided with opportunities to converse with specialists of public and private sector institutions on subjects they are interested in or have difficulty with, their self-confidence and self-respect will increase, and their attitudes toward education and professions will note positive changes.

I would like to conclude my suggestions for community help to disadvantaged students with a well-stated quotation from Hawkes, stressing the responsibilities of communities, and socieities in general, in the development of individuals, whose judgments I share wholeheartedly:

> "To expect an individual to develop to the point of self-actualization is highly unrealistic when opportunities for growth and development are not provided within the community setting...We need the vision to see problems and the maturity to face up to them...Our chances of success seem to be correlated with our willingness to start early so as to break the cycle of frustration, the cycle of despair, and the cycle of failure."

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[1]Glenn R. Hawkes. "Human Needs and the Community," pp. 459-466 in Joe L. Frost and Glenn R. Hawkes, editors, The Disadvantaged Child: Issues and Innovations. Boston: Houghton Mifflin, 1970.

About the Author

Dr. A. Vural Turker was born on September 29, 1932 in Gebze, Turkey. Following the completion of his secondary education in Ankara he attended the Univeristy of Florida in Gainesville, Florida where he received the Bachelor of Design and Master of Education degrees in 1958 and 1960. He started his doctoral studies at Hacettepe University in Ankara, Turkey in the year 1970, while working at that institution as Director of the Publishing and Printing Center. He earned the Doctor of Philosophy degree in Counseling and Guidance in 1974.

Professionally, Dr. Turker was employed, in the years past, as designer, chief of production, managing editor, editor, art director, and director by a number of public and private publishing and printing enterprises and produced a large variety and number of printed materials. Since 1974 he has been a member of the academic faculty of Hacettepe University and has taught as instructor, and later as assistant professor, courses in human relations, theories of counseling, vocational guidance and graphic arts at both undergraduate and graduate levels. He was promoted to an associate professorship in 1980.

Presently Dr. Turker is on leave from his position as Associate Professor of Counseling and Guidance and Director of the Publishing and Printing Center at Hacettepe University, and associated with the Institute of Higher Education Research and Services at The University of Alabama as an international post-doctoral scholar. He is participating in the various educational assistance programs of the Institute and doing research on several topics related to disadvantaged students and on the educational activities of John Dewey in Turkey.

Dr. Turker has written rather extensively on the shortcomings of disadvantaged students, motivation and academic motivation, and topics connected with graphic arts. In the past years he received many awards, both nationally and internationally, for his contributions in the area of graphic arts and served as member of a number of committees of his University as well as in national associations related to his work. He is the managing editor and art director of six journals and editor of a social science journal published by Hacettepe University. Dr. Turker is married.